DOCUMENT RESUME

ED 463 633 EF 006 061

TITLE	Educational Specifications for Champlain Valley Union High School District #15.
INSTITUTION	Champlain Valley Union High School, Hinesburg, VT.
PUB DATE	2001-08-29
NOTE	30p.
AVAILABLE FROM	For full text: http://www.cvu.cssd.k12.vt.us/bond/edspecs6.doc
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Building Design; *Design Requirements; Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; High Schools; School Buildings
IDENTIFIERS	Vermont

ABSTRACT

The specifications outlined in this document provide a basis for addressing facilities needs at Champlain Valley Union High School in Hinesburg, Vermont. An introduction describes the school's current facilities and need for improvement and discusses the educational program to be housed, the school's philosophy/mission, goals for the educational program to be housed, and areas to be considered for new construction, addition, or renovation. The document then discusses the community and students to be served, provision for future expansion, and the timetable for the project. The bulk of the document provides specifications for various instructional areas, special and administrative services, and site and maintenance issues. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 633

EDUCATIONAL SPECIFICATIONS

For

CHAMPLAIN VALLEY UNION HIGH SCHOOL DISTRICT #15

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

August 29, 2001

Valerie Gardner

EF 006 061

Full text available at:
http://www.cvu.cssd.k12.vt.us/bond/edspecs6.doc

BEST COPY AVAILABLE

Educational Specifications
for
Champlain Valley Union High School

1. Introduction

Champlain Valley Union High School (CVUHS) is located on 75 plus acres in Hinesburg, Vermont. The original building was constructed in 1964, but has had numerous additions and renovations since that time. Beginning in 1981, with the construction of 10 additional classrooms and two-handicapped accessible rest rooms to the most recent construction in 1993-94 of an arts section, a science wing, student center, the Direction Center, the nurse's office, an elevator, two additional handicapped accessible classrooms, and a mini gymnasium, the building's capacity has increased to a rated capacity of 997. In addition to the main facility, an alternative program is conducted at the Hinesburg Library facility for approximately twenty (20) students. The school will purchase the former supervisory union central office building, located on the school site for use for alternative special education programs and one additional classroom.

The interior of the CVUHS building consists of 28 general classrooms that also serve as Core classrooms and 11 faculty offices and 3 house offices. Additionally, there are two computer labs, a three-room space for technical education, three rooms for technology, and four science rooms and two wet labs, and two art classrooms. The building houses one large cafeteria with a food preparation area and one kitchen office. There is one health office and an office designated for the student assistance program counselor. The performance area consists of two large performance rooms as well as numerous offices and changing rooms. There is a library, two computer labs, a workroom, a media office, a video editing area, and storage areas. The physical education area includes three locker rooms with showers, one full gymnasium, an athletic trainer's room, and a mini-gym with storage spaces off from both of the gymnasiums. Two separate storage buildings adjoin the gym. Outdoor facilities include five athletic fields, a cross-country running/skiing loop, a ropes course, and a 400-meter track. A building adjoining the track houses related equipment. Students have access to a learning center as well as to an outdoor commons area located near one of the playing fields.

Area	Current Classrooms	Projected Classrooms	Variance
General*	28**	25	-3
Core	0	16***	+16
Science	4	7	+3
Art	3	3	0
Performing Arts	3	3	0
Family/Consumer Science	2	2	0
Guidance	0	1	+1
Driver Education	0	1	+1
Wellness	0	2	+2
Taylor Core	0	2	+2
Technology Ed	3	3	0

Area	Current Classrooms	Projected Classrooms	Variance
Special Education	1	2	+1
Business	1	1	+1
Totals	45	69	+21Classrooms^

*General Classrooms will cover classes for English, mathematics, social studies, languages

** Current numbers include all core classes in the general classroom usage

*** Core classes will be used 3 out of 4 blocks a day, that will allow for the use of those classes by general classroom teachers which adds 2 classrooms for general use.

^ While the variance is 24 classrooms, the actual need is +21 classrooms

As the school population has grown and the facility has aged, the School Board and the community realize that there are a number of issues that must be addressed. There are health and safety concerns with the infrastructure; the electrical and HVAC systems are of great concern and there are problems with the deterioration of other structures, such as the roof. Due to growth in student population, the core facilities such as the cafeteria, the auditorium, the gymnasium, and the library/media center are all undersized for the current and the projected population. Classroom usage is at 100+%. We have extended our school day with 12 sections of courses outside of the normal school day not only to allow students to access programs at different times but also to ease the need for more rooms. In addition, the current educational space presents great challenges that must be addressed if the school is to deliver its educational programs to all students. The current configuration of classroom space does not allow for the delivery of the educational program to meet the school's "Educational Program Specifications" (see Appendix A).

The specifications outlined in this document provide a basis for planning how the school community can best meet its educational needs in the most efficient manner with the highest quality educational program. The CVU School Board is committed to providing an educational facility that meets its mission and addresses the needs of the community for the foreseeable future.

1. A The Educational Program to be Housed

Champlain Valley Union High School provides education to students in grades 9-12. Courses of study extend beyond those prescribed by the Vermont Department of Education for course requirements and includes a senior project, Graduation Challenge.

CVU is divided into three (3) houses of 400 students. The houses serve to break the school down into smaller units. As the school grows, there will be a need to add one more house to decrease the size of the house to 350 students. Students entering CVU are assigned to a house and a teacher advisor. During their 9th grade year, students receive their core academic program from a team of teachers associated with the house. As they enter 10th grade, they no longer receive an educational program that is aligned with the house, but remain with a faculty advisor who is from the house.

In the ninth (9th) grade, students are assigned to a Core team that is aligned with a specific house. The team consists of no more than 100 students and 6 teachers – English, social studies, mathematics, science, health, and physical education. The teachers work closely to make

interdisciplinary connections and they have control of their students' schedules for 6 out of 8 blocks over the two-day alternating block schedule.

The high school has an alternating day block schedule (8 classes over a two day period) with a few classes that meet for ½ a block every day. CVU has used an extended day schedule this year and will continue to do so during the 2001-02 school year. On a volunteer basis, teachers offer classes that meet outside of the normal school day. There are a number of classes that meet every day before the normal school day starts, some classes that meet after school, two days a week, and some classes that meet in the early evening. Currently 200 students are involved in the extended day schedule.

The school has an extensive summer program for students who are entering the school as 9th graders, for those students who are moving from 9th to 10th grade, and a summer services program for students who are in need of services to meet IEP requirements.

A program to provide the community with opportunities to explore various interests called "Access to CVU" also is housed at CVU. Currently over 50 options are available and over 500 members of the community are involved in one or more of the offerings.

1.B School Philosophy/Mission

The CVU Mission is

We believe that every student can demonstrate the behaviors, skills, and knowledge essential for a contributing member of a democratic society. The mission of CVU and the community is to ensure this learning for all students and challenge them to develop excellence in their individual pursuits.

1. C Goals for the Educational Programs to be Housed

Based on the mission, the expectations for student learning are as follows:

1. The CVU graduate can analyze, interpret, and evaluate texts for a wide range of purposes and audiences.
2. The CVU graduate is able to write using standard English for a variety of purposes and audiences.
3. The CVU graduate clearly communicates ideas and information in a variety of circumstances.
4. The CVU graduate utilizes appropriate information technology for a variety of purposes.
5. The CVU graduate uses a variety of mathematical methods and appropriate technology to solve problems.
6. The CVU graduate asks critical questions that test the quality of evidence and data from diverse sources.
7. The CVU graduate solves a variety of simple and complex problems in all fields of knowledge.
8. The CVU graduate sets goals and assesses his/her own learning in order to become an independent learner.
9. The CVU graduate reflects on experience, takes risks, and perseveres in the face of challenges and obstacles.

10. The CVU graduate makes informed, healthy choices that positively affect the health, safety, and well-being of him/herself and others.
11. The CVU graduate is an informed and contributing member of a democratic society. (S)he does so by
    - interacting respectfully with others, including those with whom (s)he has differences
    - analyzing his/her role and responsibility in the family and the community
    - taking an active role in the community
    - participating in the democratic process
12. The CVU graduate has the knowledge and/or skills to appreciate the arts.

1. D Areas to be Considered for New Construction, Addition, or Renovation

1.D.1 Cafeteria
1.D.2 Library/Media Center
1.D.3 Auditorium
1.D.4 Addition of new classroom space
1.D.5 Renovation of existing space
1.D.6 Address health and safety issues w/infrastructure
1.D.7 Electrical
1.D.8 HVAC
1.D.9 Roofing
1.D.10 Water infiltration
1.D.11 Storage
1.D.12 Additional athletic fields
1.D.13 Parking and improved traffic flow

2. The Community to be Served

Champlain Valley Union High School is located in the town of Hinesburg and serves students from Charlotte, Hinesburg, Shelburne, and Williston. There are a number of tuition students from St. George who attend CVU. The five (5) towns together form the Chittenden South Supervisory Union. The population of the supervisory union district was 18,030 in 1989 and grew to 21,163, a 17% increase. The number of children under age 18 during the same period of time increased from 4,294 in 1989 to 5,504, a 28% increase. Each town has its own unique characteristics:

Charlotte: is a rural town with little or no industrial base. The population of the town has grown from 3,148 in 1990 to 3,569 in 2000, and is projected to grow to 4,841 by the year 2015. The K-8 school population has grown over the past 5 years requiring the addition of new space to the Charlotte Central School. The current projections reflect a short-term increase in the number of students from 535 to 573 in 2001-02 and then a return to 534 students in 2004-05.

Hinesburg: is a rural, agricultural community with limited industrial areas. The population of the town has grown from 3,780 in 1990 to 4,340 in 2000, and is projected to grow to 7,680 by the year 2015. The K-8 school population has remained somewhat

steady over the past 5 years around 600 students with long term projections indicating a drop in enrollment to 500 students by the year 2004-05.

Shelburne: is a suburban community with a balance of residential and commercial sectors. The population of the town has grown from 5,871 in 1990 to 6,944 in 2000, and is projected to grow to 7,996 by the year 2015. Many residents live in the town and work elsewhere. The K-8 school population has grown over the past 5 years requiring the addition of new space to the Shelburne Community School. The current projections reflect student enrollment that remains steady at 900 students through 2004-05.

Williston: is a community that has experienced tremendous growth over the past 10 years in all sectors, residential, commercial and industrial. The population of the town has grown from 4,887 in 1990 to 7,650 in 2000. Williston has exceeded its projected growth numbers for 2015, which were targeted at 7,150. The K-8 school population has experienced a similar growth that required the addition of a new school k-4 school and the expansion of the Williston Central School. The student population was 909 in 1997 and is projected reach high of 1,136 in 2001-02 and level off through 2004-05. Williston was designated as the receiving school for approximately 100 students from St. George. Due to the growth in population, Williston has notified St. George that it will no longer be willing to accept its students after 2001-02.

3. The Pupils to be Served

3.A Grades to be Housed

The facility currently houses grades 9-12 and will continue to do so in the planned expansion.

3.B Number of Students to be Housed

The purpose of this project is to expand and renovate the current facility to house 1400 students. The enrollment projections indicate a growth from the current 1,200 students to 1,335 in 2006-07.

3.C Types of Pupils and Their Needs

All students will be educated within the structure of the school with a few exceptions: those who will attend the regional technical centers in their junior/senior years and those who attend the off-site alternative program. In addition, the facility will serve as an educational space for all members of the community and thus must comply with all applicable ADA requirements.

In order to create a school climate that is warm, caring, focused, and safe, there are elements that must be included in the building design. The building should be designed to promote a sense of belonging and security. Each student will enter the school and be assigned to an advisory. (S)he will remain with this group of 15 other students and one teacher for his/her entire high school career. Through this advisory, teachers will assist students in the development and achievement of their personal learning plan. The building design must allow for spaces for individual advisories to meet.

The overall organizational structure of the school will be focused on houses of less than 400. Students will be assigned to a house upon entry to CVUHS. During the 9th and 10th grade, the educational program will be designed and delivered based within this structure. Small house clusters should be created to promote personal connections between teams of less than 100 students and six to eight teachers. When the student achieves the standards established for the 10th grade program, (s)he will enter a program that is designed to allow for expanded opportunities within the curriculum to include extended day, connections to higher education, and independent programs based on interest.

The design of the facility should provide for flexibility in the delivery of instruction, demonstration of student learning, and engagement of students in their own learning. Spaces need to be flexible to allow for both group and individual work. Spaces need to support traditional learning activities, performing and creative arts, and inquiry-based learning/manipulative activities. Technology needs to provide access to resources in classrooms, in teacher work areas, in student workspaces, and other areas within the building. Conference areas, production facilities, and ample space for the display of student work are components of the building design that will support the implementation of educational program.

The environment of a school can be judged by the quality of the interactions among the members of the community. To this end, the CVU community will

- create a school where student voice is expected and used in decision making
- seek a high level of positive interaction and rapport – staff-to-student, student-to-student, and staff-to-staff
- establish a climate of purposefulness and high expectations for all
- provide opportunities for community engagement in student learning and assessment

Keeping with the concept of smaller learning communities and ensuring that students develop a sense of belonging, it is essential that we encourage student involvement in activities that promote their sense of self worth and contribution to the community. There must be enough space and capacity to ensure that students have access to such opportunities. Clubs, activities, athletics, and intramural activities must be available for students. Indoor and outdoor facilities need to be developed to support a wide range of activities.

In addition, there will be programs that are designed to serve the community after school hours. People of all ages and who may have a range of disabilities will need access to the facility.

3.D Provision for Future Expansion

With the rapid growth in two of the four communities, with changes in public policy, and with the expansion of community infrastructures such as water and sewer capacity, there is concern about the accuracy of projections beyond 2004. The School Board will ensure that there is flexibility in the design to allow for further expansion for up to 1,600 students.

4. Timetable for the Project

4.A Long Range Plan

This project includes the requirements as identified under the Vermont School Quality Standards, the deficiencies as identified by the School Board's School Facilities Committee and by the architect. These would be sufficient space to house up to 1,400 students and would be sufficient space for projections up to 2010. Design considerations will allow for future expansion up to 1,600 students.

4.B Development of Educational Specifications

The Educational Specifications are the product of the deliberations by a number of groups. The CVU faculty and administration developed the "Educational Program Specifications" that were adopted by the School Board. These provided an educational framework from which the CVU Facilities Committee, the CSSU Growth and Facilities Committee, and the School Board developed a strategy to address the identified needs. Public forums and surveys provided additional information. From this work, the administration and architectural firm, Banwell Associates, were responsible for writing the Educational Specifications. The result is a building proposal that addresses deficiencies and concerns with the current infrastructure and addresses growth and educational program needs for all students.

4.C Procedures for Using the Educational Specifications

These Specifications will be used to develop a building proposal to ask the voters of the CVUHS District #15 to approve a bond for additions to and renovations of Champlain Valley Union High School.

4.D Timetable

The School Board anticipates that the voters will be asked to bond for additions and renovations to the existing facility in November 2001. A more detailed timetable can be found in Appendix B.

5. Instructional Areas

5.A General Classrooms

5.A.1 Objectives

Designed to allow flexibility in teaching and learning styles, the classroom of the future must have variety of means for communication of ideas, voice, video, data, white boards, display areas. There must be square footage for 30 students. Provide sufficient space for 1400 students to be educated in classes ranging from 20-25 students in size.

5.A.2 Organizational Concepts

Designed to allow flexibility in teaching and learning styles, the classroom of the future must have variety of means for communication of ideas, voice, video, data, white boards, and display areas. There must be square footage for 30 people.

5.A.3 Activities Performed

Discussion, lecture, presentation, hands-on activities, small group activities, computer use

5.A.4 Persons Housed

1-2 teachers and 20 – 26 students

5.A.5 Furniture and Equipment Used

Computers, movable tables, white boards, bulletin boards, presentation devices. The chairs should be ergonomically correct, allowing students to be comfortable sitting for 90-minute classes. Phone/voice systems

5.A.6 Special Requirements

Natural lighting, proper ventilation, good acoustics, network access, storage space for books and supplies, room for student backpacks, voice communication in and out of the room.

5.A.7 Space Requirements

Square footage should accommodate 30 people.

5.A.8 Location

5.A.9 Spatial Relationships

5.B Art Room/Studio

5.B.1 Objectives

To provide educational opportunities for students in the visual arts through formal instruction, independent work, presentation and an appreciation of their own and other students' work.

5.B.2 Organizational Concepts

The area will provide students with an area to explore a variety of media. Facilities are shared by students and members of the community in the evening.

5.B.3 Activities Performed

Instruction includes small and large group work, lecture, individual experimentation and work, presentation, and practice for 2D and 3D art classes, studio art, ceramics, sculpture, painting, media production.

5.B.4 Persons Housed

20-25 students and 3 fine arts teachers

5.B.5 Furniture and Equipment Used

Desks, tables, drawing tables, kiln, pottery wheels, pug mill, workbenches, computers/technology, easels storage cabinets for students work and supplies.

5.B.6 Special Requirements

Adequate ventilation for the kiln room, spray booth and darkroom. The sinks in the ceramics studio need to have traps to collect the sediment and clay that is washed down them daily.

5.B.7 Space Requirements

2 general art rooms, 1 ceramics room, 1 kiln room, storage areas for materials and projects, media laboratory, dark room, display areas, provide enough space to allow students to work on large projects

5.B.8 Location

Should be located in a space that provides the best lighting for art activities and located near the technical education metal shop and the library/media center for access to media production

5.B.9 Spatial Relationships

5.C Science/Laboratories

5.C.1 Objectives

Students will explore scientific concepts, theories and methods through standards driven, inquiry based experiences in heterogeneous groups. Methods of delivery, classroom experience and lab activities will be varied to meet the needs of all learners.

5.C.2 Organizational Concepts

The science classes at CVU are standards driven, inquiry based courses where students explore concepts, ideas and theories in the areas of biology, chemistry, environmental and physical science. Within the major strands are semester long courses linked to Vermont's Framework of Standards. All students study the living world in 9th grade, freshman core science. Sophomore year all students take introductory classes in Earth & Space science, Human Biology and Chemistry & Physics. Once a student has completed the introductory course of a particular strand they have the requisite knowledge and skill level to take any of the advanced courses within that strand. Currently there are 16 advanced courses.

5.C.3 Activities Performed

Demonstration, presentation, lecture, labs, fieldwork, discussion, long term projects

5.C.4 Persons Housed

24 students and 1 teacher per area
14 teachers

5.C.5 Furniture and Equipment Used

Lab equipment, exhaust hoods, computers,

5.C.6 Special Requirements

There needs to be adequate ventilation and lighting, chemical storage, preparation space, general equipment and supply storage. Water, gas and electricity available in lab and prep areas.

5.C.7 Space Requirements

Seven classroom/labs with preparation space and large group instruction facilities in close proximity.

5.C.8 Location

N/A

5.C.9 Spatial Relationships

5.D Wellness and Gymnasium

5.D.1 Objectives

To provide spaces that support educational opportunities for students and the community in wellness activities and to provide an appropriate space for athletic and intramural competition

5.D.2 Organizational Concepts

To provide safe convenient space for traditional sporting/wellness activities, a fitness/weight/aerobics center, and general classroom space

5.D.3 Activities Performed

Gymnasium -Wellness classes include a variety of activities such as badminton, volleyball, floor hockey, basketball. School and community events such as adult

volleyball, youth/mini-metro basketball leagues, AAU basketball, district inservice meetings, "Swing Band" performance dance are also held in this space. Athletic competitions will be held here.

Fitness/weight/aerobic area - will include free weights, nautilus type equipment, floor mats, treadmills, rowing machines, and stationary bikes.

5.D.4 Persons Housed

Gymnasium –two teaching stations for 25 students per station, seating for 1000 for competitions.

Fitness center should accommodate up to 45 people

5.D.5 Furniture and Equipment Used

Divider partition, mechanized roll-out bleachers, backboards and nets with winch system, hardwood floor, standards for volley ball and badminton nets, padding at the end of the court, score boards

5.D.6 Special Requirements

Floor markings for appropriate activities i.e. basketball, badminton and volleyball

5.D.7 Space Requirements

There should be teaching space for at least two classes. In addition, there should be seating capacity for 1000 and a full size competition basketball court. There needs to be space for storage of equipment in close proximity to the gymnasium.

5.D.8 Location

The location should allow for easy access to the facility by students and by members of the community who would be attending events.

5.D.9 Spatial Relationships

The gymnasium should be located in an area of the building that allows access to other wellness activities and support systems such as locker rooms and weight training facilities. In addition, the parking should allow for easy access for spectators. The space should be designed in such a manner that it can be isolated from the rest of the building for security and access issues.

5.E Auditorium

5.E.1 Objectives

To provide a music performance, theatrical production, public speaking, and multi-purpose assembly space for 9 - 12, k - 8, and the larger CVU Community.

5.E.2 Organizational Concepts

Within the actual theatre space, there should be a control (lighting/projection/sound) booth, orchestra pit, and wing and fly spaces. Adjacent to the theatre space, the following spaces are required: men's & women's dressing rooms; bathroom and shower; green room; storage (lighting, sound, costumes, props, scenery, etc.) areas. The dressing rooms should be immediately behind the stage, each with a bathroom and shower.

There should be the ability to reduce the audience size in order to create a more intimate setting. The control booth should be placed to take this into consideration.

The acoustics should be such that sound reinforcement needs would be minimal. Theatrical performers should not need reinforcement. Also, some acoustical

consideration should be given to account for the fly space (adjustable panels, free-standing acoustical wall, etc.)

5.E.3 Activities Performed

Music performances, musical and non-musical theatrical productions, public speaking, and various assemblies (lectures, presentations, town meetings).

5.E.4 Persons Housed

The theatre should seat 800 people. Consideration of stage size should be researched.

5.E.5 Furniture and Equipment Used

Projection screen, fixed seating (50 seats, front center, equipped with swivel-up writing surface), lighting and sound equipment, curtain to partition the auditorium into a smaller seating area, capacity to enclose orchestra pit (extending the stage over and walling off in front)

5.E.6 Special Requirements

Stage lighting, lighting grid (over stage and FOH) with catwalk, sound system, projection system, access to outdoors for loading and unloading equipment and properties, extra wide doors for outdoor access, behind stage crossover, on-stage outlets and floor pots, fly system, adjustable acoustic system, extra wide doors between all production spaces

5.E.7 Space Requirements

Wing space, fly space, convenient nearby storage space as noted above

5.E.8 Location

The auditorium/theatre should be located to allow for easy community access and with the ability to isolate traffic into that area from the rest of the school. The auditorium/theatre should also be located near all other rehearsal, production, and office areas (including the music practice rooms, the wood shop, and storage facilities for costumes, props, and scenery).

5.E.9 Spatial Relationships

The office for the theatre professional should be in close proximity to the auditorium.

5.F Library/Media Center

5.F.1 Objectives

The objectives of the Library/Media Center are to combine all library/media facilities in one area of the high school. This area would serve a school student population of 1400 students as well as 200 plus faculty and staff. The library/media center would also serve the community in late afternoon, evening hours, and weekend and summer months. Hours are projected to be 7 A.M. to 9 P.M.

5.F.2 Organizational Concepts

The main library room would house a collection of 20,000 books and 1,000 videos with room for growth. This area would provide seating for 160 individuals (or 10+% of the student body). This seating would be a combination of small tables and individual carrels. Computers for access to the library catalog and on-line reference services would be dedicated to that purpose. (8 to 10 stations). Surrounding the main library space would be a media center housing a studio, storage, circulation of media equipment, office and editing lab; 2 classrooms with windows and doors (for classes coming to use the library), 2 small seminar rooms for meetings, and 2 computer labs, one for classes and one for individual student use. Offices and work

areas for the library staff would be out on the floor of the library or on the perimeter with glass enabling supervision of the main library room. The librarian's office should be near the circulation desk and the front of the library, yet have privacy for meetings with students and teachers. A workroom, storage room, materials receiving room and bathroom (if not located near the faulty bathroom) should also be provided. Air quality (air conditioning) is a priority. The administration and community may also want to include a distance learning lab.

5.F.3 Activities Performed

Library services include assisting students with research, team teaching with teachers, assisting teachers and students, and supervising students in the computer labs and media center. On-line, video and hardcopy resources would be accessed, borrowed and returned. Reference services and assistance in finding materials would be provided as well as guidance in the direction of the research. A student copier would be provided.

The staff activities also include selecting, ordering, receiving, cataloging new materials; inventory and maintaining the on-line catalog and web page.

The Media Center activities are student and faculty media production with cable delivery around the building and to the community, digital and linear editing stations, receiving space, storage, circulation and repair of media equipment. The staff activities are ordering, inventory, teaching, assisting and supervising students and delivery of media equipment.

5F.4 Persons Housed

160 students in the library area with access in labs for 50-75 students
2 Professional Library Media Specialists
4 Library Assistants
2 Computer Lab supervisors
2 Media Center staff

5.F.5 Furniture and Equipment Used*

<u>In Main Library and Computer labs:</u>
Circulation desk with room for staff working spaces behind it
Reference desk
Other desks for remaining staff
15 tables (to seat 4)
Carrels to seat 80 (10 with 8 seats, 4 on each side)
Library stacks and bookcases to house 20,000 books
Cabinets to house 1,000 videos.
Librarians' desks –2
Book return boxes, outside and inside
Bulletin Board display area
New book display area
Magazine shelves (slanted for display)
Tables for computers in labs and library (approx. 50)
Proxima type projectors for two labs
Smart boards (2)
300 chairs

*Some of this equipment could be moved from the existing library (A current inventory list is available in Appendix C)

In Media Lab:

Tables and chairs
Storage cabinets
Studio equipment
Projection equipment
Computer for A/V Television Assistant
Editing booths
Distance Learning equipment

5.F.6 Special requirements

Air conditioning.
Natural light if possible in some areas
Low ceilings (attention to acoustics)
Carpet
Chairs with sled base (preferably wooden like we have now)

5.F.7 Space Requirements

Ample space for media production

5.G Freshman Core Classrooms (16)

5.G.1 Objectives

Provide 9th grade students with a team based educational experience in groups of less than 80 students. The goal is to ease the transition to CVU and provide students with support, as they are oriented with the expectations associated with High School.

5.G.2 Organizational Concepts

There will be four houses each with a core team of teachers consisting of: English, History, Math, Science and Wellness. The students will have all of their academic classes within the core, except for electives.

5.G.3 Activities Performed

Small group instruction/work, Discussion, Demonstration, Lecture, Presentation, and Long-term projects

5.G.4 Persons Housed

6 Core teachers, Paraprofessionals and a maximum of 100 students

5.G.5 Furniture and Equipment Used

A variety of tables, ergonomically correct seating, computers, white boards, presentation devices, etc.

5.G.6 Special Requirements

There is the need for two science laboratories/classrooms dedicated for core use. The layout of which will support up to 24 students engaged in lab activities, discussion, demonstration and presentation. See attached sketch. Double classrooms for Humanities in each Core area. Space for 50 students in entire areas.

A public display area where student work is regularly shown to the "whole school" via trophy case and bulletin board. Ideally, this would be at or near to house office and should be large enough to accommodate 80-100 individual examples of student art work. Hallways for display

5.G.7 Space Requirements

See description in 5.G.6

5.G.8 Location

The classrooms associated with each core need to be in close proximity with the house office and each other.

5.G.9 Spatial Relationships

The space should be designed in such a manner to allow 9th graders to be broken into smaller groups and to move on a different schedule without interfering with the rest of the school.

5.H Performing Arts

5.H.1 Objectives

To educate students in the areas of Music and the Theatre Arts. To provide an opportunity for all students to participate in a performance environment. To develop and implement a curriculum which will enable students to achieve proficiency in either Music or Theatre as defined by the National Standards for Arts Education.

5.H.2 Organizational Concepts

The performing arts area should include the following considerations: 1. sound proof practice and rehearsal spaces, 2. proximity of practice, rehearsal, and performance spaces which promotes easy access for all users. Doors should be large enough for over-sized equipment, spaces should be reasonably close to each other, and consideration should be given to floor levels in regards to the need for lifts or elevators when moving equipment. 3. Schedules should be aligned such that the occurrence of one course does not interfere with the occurrence of another (ie. In the present situation, band courses inherently interfere with chorus courses due to the lack of sound proofing).

5.H.3 Activities Performed

Activities include large and small ensemble rehearsals, theory/composition classes, public speaking and theatre classes, individual practice, and a variety of performances.

5.H.4 Persons Housed

Instrumental music - 120-130 students
Vocal music - 100-110 students
Performance area – 25-100 students
4 teachers

5.H.5 Furniture and Equipment Used

Chairs, music stands, musical instruments, pianos, theatre blocks, other props, various storage vehicles and cabinets.

5.H.6 Special Requirements

Sound proofing for all areas. Air handling units which are silent and can handle the increased amounts of air required by performing arts. Adequate, flexible, silent lighting.

5.H.7 Space Requirements

The dimensions of rooms 119 and 120 are appropriate for their present uses. Storage spaces have already become outgrown, and due to the lack of sound proofing two practice rooms are being used for storage. Of particular need is a place to store the

large rises which are used by the band and chorus, as well as storage for props, sets, etc. in close proximity to the auditorium.

5.H.8 Location

All rehearsal areas/classrooms (existing or new) should be located near each other and should be in close proximity to the auditorium. Access to outside doors for loading and unloading equipment is essential.

5.H.9 Spatial Relationships

The placement of the present office is good. Due to lack of sound proofing, these spaces are difficult to work in when rehearsals or other practice is occurring nearby. With the proposed addition of an additional staff member, additional office space will be needed.

6. Student Services Area

6.A Guidance

6.A.1 Objectives

To provide students with a place to receive academic, social, career and post high school support/counseling.

6.A.2 Organizational Concepts

The space should allow for small groups as well as confidential conferencing.

6.A.3 Activities Performed

Individual and group meetings, assistance for Graduation Challenge, 21st Century Grant and Community Based Service learning programs, student reflections, small group instruction, clerical work for the registrar

6.A.4 Persons Housed

Up to 12 students, 5 counselors, 1 administrator, 1 secretary, 1 registrar, 1 Graduation Challenge/Community learning coordinator, 21st Century Grant Coordinator, Student Assistance Counselor

6.A.5 Furniture and Equipment Used

Office areas: conference table with 12 chairs, counselor desks and chairs, file cabinets for permanent records and for personal use, cabinets and storage facilities, computers, copier, fax, shelving for resources,

6.A.6 Special Requirements

The registrar needs to have easy access to permanent file storage and technology. There is a need for storage space for materials, supplies, booklets, and documents. There is a resource library that is housed in this area

6.A.7 Space Requirements

Need for storage space for materials, supplies, and documents, also shelving for student used materials.

6.A.8 Location

The guidance program should be located in a central area of the building to allow for ease of access for students. The Student Assistance Counselor should be located in an office outside of the guidance area.

6.A.9 Spatial Relationships

6.B Special Services

6.B.1 Objectives

Provide special education services to student with disabilities in a variety of settings based on student need.

6.B.2 Organizational Concepts

There is a need for a variety of types of spaces ranging from one-to-one space to full size classrooms to serve students with wide variety of disabilities. Privacy is a major issue, as services and meeting need to be as confidential as possible. The classroom space should be located in a central area.

6.B.3 Activities Performed –

Phoenix – same as general classrooms but with the need for a small conference/time out space.

Multi-handicapped and Learning Impaired – personal care and daily living activities such as personal care, simple food preparation, occupational and physical therapy activities, recreational/leisure activities such as listening to music, playing games, private space to meet the medical/physical needs of students for toileting, changing, and feeding.

Instructional support – same as general classrooms

In addition to the activities listed above there will be one-to-one in private settings for testing, tutoring and counseling, small group instruction (one teacher with up to 4 students), small classes (one or two teachers with up to 15 students) within the mainstream classes. .

We have two self-contained classroom that need to be the same size as regular classroom although they hold about 15 students and two teachers. Teachers in those classrooms should have adjacent offices/meeting space. Students would use them as classrooms for the almost the entire day and mainstream to regular classes as able.

6.B.4 Persons Housed

2 Self contained classes-15 students, 2 teachers
3 Small classrooms-up to 15 students, 2 teachers
2 small group areas- one teacher, 4 students
2 conference areas-10 participants
10 tutor/testing spaces-one teacher, one or two students
1 storage area-near administrative support person would be best
10 teacher spaces distributed in regular faculty/house offices one administrative with support person nearby

6.B.5 Furniture and Equipment Used

Phoenix – same as general classroom
Multi-handicapped – bed, table chairs, easy chairs, carpet
In one small instructional area- mats, mirrors

6.B.6 Special Requirements

6.B.7 Space Requirements – see 6.B.4

6.B.8 Location

Services will be delivered in a variety of spaces throughout the building

6.B.9 Spatial Relationships

6.C Compensatory Support (Learning Center)

6.C.1 Objectives

To provide a workspace for students where they can receive support for learning and to work in small groups. In addition, it would be a space for clubs and smaller community meetings

6.C.2 Organizational Concepts

This area should be designed to allow for individual and small group work.

6.C.3 Activities Performed

One-to-one and small group tutoring, individual work, computer access, evening programs, small meetings/presentations

6.C.4 Persons Housed

50- 60 students
2 adults/tutors/teachers

6.C.5 Furniture and Equipment Used

Small tables and chairs to seat up to four students
Partitions to section off the area
Screen for presentations

6.C.6 Special Requirements

6.C.7 Space Requirements

6.C.8 Location

6.C.9 Spatial Relationships

6.D Health Services

6.D.1 Objectives

Students need to have access to resources as they relate to well being and health care. The Health office is a place where students receive medications, advice and are able to access parents/guardians or health care providers if they need to leave school for health related reasons.

6.D.2 Organizational Concepts

6.D.3 Activities Performed

Administration of first aid, medication and health related advice. Students rest here when they are ill and/or are waiting to go home. Special services related to kids with disabilities are often administered by the nurse. (i.e., tube feedings, diapering, suctioning, chest PT, physical therapy, urinary catheterizations, nebulizer treatments

6.D.4 Persons Housed

15 students, 3 Nurses

6.D.5 Furniture and Equipment Used

Desks, chairs for students, computer, beds, locked storage cabinets for Medications and supplies.

6.D.6 Special Requirements

6.D.7 Space Requirements

Waiting area for students, quiet room with 2 beds, two toilet facilities, with adequate ventilation, separate treatment area with sink and bed, work area for the nurses, private area for confidential counseling and phone calls/computer work

6.D.8 Location

Centrally located with easy access to the outside for people coming into the building. Windows to the outside for ventilation.

6.D.9 Spatial Relationships

7. Cafeteria/Food Preparation

7.A.1 Objectives

To increase the size of the cafeteria to accommodate at least one third of the student population. To provide a safe and relaxing atmosphere for both the CVU community and for special events. To create a food court style serving area to expedite serving time and to distribute students to avoid long congested lines. To replace obsolete kitchen equipment with new energy efficient / modern equipment.

7.A.2 Organizational Concepts

The cafeteria should provide seating for 450+ students; the design should be of a courtyard style area with a food court serving area to keep the seating area away from serving areas

7.A.3 Activities Performed

To comfortably seat students, faculty and public events. To serve morning snacks and to provide hot lunch and ala-carte servings in specialized areas.

7.A.4 Persons Housed

Cafeteria manager, assistant manager and ten food service attendants/cooks. Up to 450 people eating.

7.A.5 Furniture and Equipment Used

Office area should have a window to the exterior, 4 file cabinets, 3 desks, 2 computers, 2 printers, 3 ergonomic style office chairs and proper HVAC to accommodate three office employees.

The Kitchen should have the following equipment. 1 large walk in freezer, 1 large walk in cooler, both with racks on three walls, 2 stand up refrigerators/freezers, 1 compact dishwasher with booster and water softener. 3 convection ovens, 2 tilting kettles, 8 - 96" stainless steel tables, 1 slicer, 1 steam kettle, 2 proofing cabinets, Exhaust hoods where needed, 2 pot sinks, 1 vegetable sink, 1 end sink. Washer, dryer, restroom and lockers for staff. Enclosed cabinetry for pots, pans and utensils to keep in a dust free environment. Dry food storage area, water and soda storage area, 4 portable food carts, 4 food racks, double entry doors for deliveries with a loading dock. We should also have a recycle station for this space.

Line equipment for the food courts should include: 3 electric grills 24"x 48" cooking area, 1 charbroil grill, 1 electric rotisserie to cook multiple chickens, 2 large multi basket deep fryers, one wall of dual entry coolers for each line, 1 ice cream cooler/chest freezer, 1 stand up freezer, 2 chest freezers, 2 lines with a steam table in each to serve hot food. Provide a stainless steel sink in each serving line with hot and cold water, 1 convection oven in 3 separate lines, 4 hot boxes, 3 stand alone refrigerators for food storage, 4 food racks, 1 check out counter per line with bar code registers compatible with our PC software, 4 sets of snack racks-heavy duty, metal security curtains to zone off area when closed.

7.A.6 Special Requirements

The space should be designed in such a manner to break up the space to provide smaller eating areas rather than one large single level space.

7.A.7 Space Requirements

Kitchen office should be at least 225 sq. ft. kitchen area should be at least 2,500 sq. ft . The architect will determine the food court dimensions. 2 storage rooms 15 x 15 or 450 sq. ft. each, 1 restroom and locker storage area for staff at least 80 sq. ft.

7.A.8 Location

The cafeteria should be located in an area that allows for outside access by delivery vehicles. In addition, students should be able to access the outside commons area for eating. It should be located in an area of the building that distributes the student traffic flow evenly throughout the building.

7.A.9 Spatial Relationships

There should be restrooms near the cafeteria

8. Administrative Area

8.A Principal

8.A.1 Objectives

To create an administrative area that is inviting and efficient

8.A.2 Organizational Concepts

To provide spaces that facilitate the efficient, secure operation of the school

8.A.3 Activities Performed

Reception area for students, parents and community members, conferencing, meetings, confidential communications, distribution of mail and school mailings, P.R. information

8.A.4 Persons Housed

8-10 students/visitors, principal, receptionist, principal's secretary, bookkeeper, director of student activities, planning room/home school coordinator

8.A.5 Furniture and Equipment Used

Technology for all persons, fax, copier, desks, file cabinets, chairs, mailboxes, cabinets for storage, public address, main phone system, printer, coat rack, info racks, workbench, workroom, and large bulletin board.

8.A.6 Special Requirements-

There is a need for access to a fireproof vault for storage of valuables and records in addition to the mailroom and office supplies.

8.A.7 Space Requirements

The planning room space should be separate from the main administrative office space but near the office.

8.A.8 Location –

Near the main entrance to the building to provide for easy access and supervision.

8.A.9 Spatial Relationships

8.B House Offices (4)

8.B.1 Objectives

Students and their families are better served when they are known well. The house system allows for the building of relationships with the school and families that a 1400 student school would not provide. The freshman core program is closely tied to the house office as well as the advisory system and the faculty.

8.B.2 Organizational Concepts

8.B.3 Activities Performed

Administration, Attendance, Student-parent communication, school-parent communication. Special Education services, student project storage,

8.B.4 Persons Housed

1 Director, 1 Secretary, 4 Core teachers, 4-7 faculty, waiting area for 5-10 people

8.B.5 Furniture and Equipment Used

8.B.6 Special Requirements

Windows-many activities take place in the house offices over the summer and there is the need for a connection to the outside. Air conditioning for entire house office area.

8.B.7 Space Requirements

Office for the director, Reception area for the secretary, room for student project storage, Conference space for up to 8 people, student work space, Office for 5 core teachers with meeting/work space for students, Teachers office space. Windows in all offices.

8.B.8 Location

The house offices need to be in such a place that they are easy for people to access all day. Parents should be able to find their house office with little or no direction.

8.B.9 Spatial Relationships

Each house office must be in the immediate proximity of the freshman core classrooms.

8.C Clerical Pool (Information Management)

8.C.1 Objectives

The clerical pool of the future will provide more than just copies. The idea is a paperless school where teachers would bring items to be scanned for publication to web pages. Accessibility of materials would be universal from the web and the amount of paper generated would be minimized.

8.C.2 Organizational Concepts

The clerical pool would be linked to the IT department and the media center. Teachers will provide the clerical pool with items to be scanned, and transferred to either teacher storage folders on the network or directly to the teacher's web page.

8.C.3 Activities Performed

Document scanning, color printing, mailing preparation, duplication of materials,

8.C.4 Persons Housed

1-2 Staff members

8.C.5 Furniture and Equipment Used

Tables and desks, Digital Copier/Printer, Computers, Optical scanners

8.C.6 Special Requirements

High-speed connection to the network

8.C.7 Space Requirements

8.C.8 Location

The location of the clerical pool should be centralized to maximize use.

8.C.9 Spatial Relationships

8.D Special Education

8.D.1 Objectives

The effective oversight and management of Special Services

8.D.2 Organizational Concepts

8.D.3 Activities Performed

Management of Special Educators and Paraprofessionals, IEP meetings

8.D.4 Persons Housed

1administrator and 1 support person

8.D.5 Furniture and Equipment Used

Desk, filing cabinets, table for 3-5 person meetings, Computer

8.D.6 Special Requirements

8.D.7 Space Requirements

Near or including a conference room for larger meetings

8.D.8 Location

Not Specific

8.D.9 Spatial Relationships

Near the secretary for Special Services

8.E Director of Student Activities

8.E.1 Objectives

Provide support for all student activities outside of the regular academic program.

8.E.2 Organizational Concepts

8.E.3 Activities Performed

Event scheduling, Student meetings, Coach/Advisor meetings, Management of Custodial and Food service.

8.E.4 Persons Housed

1 administrator and one support personnel

8.E.5 Furniture and Equipment Used

Desk, file cabinets, table and chairs, computer

8.E.6 Special Requirements

8.E.7 Space Requirements

8.E.8 Location

Near or in the main office

8.E.9 Spatial Relationships

8.F Faculty Office Space

8.F.1 Objectives

Promote thoughtful discussions related to teaching and learning through interdisciplinary placement of teachers in office spaces.

8.F.2 Organizational Concepts

Areas that allow conference, small group work, student access to teachers and work areas near the offices for teachers to provide support.

8.F.3 Activities Performed

Planning, student meetings/help, professional meetings.

8.F.4 Persons Housed

Teachers

8.F.5 Furniture and Equipment Used

Desks, File Cabinets, Computers, Telephones.

8.F.6 Special Requirements

8.F.7 Space Requirements

Enough space for 6 to 8 teachers per office.

8.F.8 Location

Throughout various places in the building near classrooms where teachers will be teaching and also to provide for supervision through the building

8.F.9 Spatial Relationships

Should be dispersed throughout the building and if possible near instructional location for teachers

9. Environmental Factors

9.A Lighting

9. A. 1. The lighting system should provide safe, comfortable and adequate lighting for a variety of educational tasks with a maximum use of natural lighting.

9. A. 2. All hallways, breezeways and commons areas should be three way switched to provide safe entry from any point of entrance.

9. A. 3. The lighting system should be tied in with the existing PC controller for our HVAC system to provide energy control and special function programming.

9. A. 4. Safety lights should be installed in all hallways, breezeways and commons areas that stay on at all times these lights should be 110 volt to back up a phase loss to our 277 volt system. These lights should be placed over or near each means of egress.

9. A. 5. Special lighting should be provided for showcases and student work areas.

9.B HVAC

9. B. 1. The new heating and ventilating systems shall be efficient, and to the extent possible, will provide maximum air exchange and energy conservation.

9. B. 2. The return plenum is currently the drop ceiling in the main hallway; it should be engineered to metal ductwork so that it meets current codes.

9.B. 3. The ductwork should be installed to allow easy access for duct cleaning.

9. B. 4. All new and existing systems should be sized, either now or for the future to accept air conditioning coils and hardware to accommodate warm weather class schedules. Each system should be sized to accommodate future growth in regards to CFM per student.

9. B. 5. The new and existing systems should be Direct Digital Control or signal, tied into the existing PC controller installed by Control Technologies located in the maintenance office for energy control and special function programming.

9. B. 6. The 1964 HVAC systems should be replaced and new ductwork added to address air quality issues and to meet current codes.

9. B. 7. The Library / Media center should be air-conditioned to accommodate its use, location and design. The current heating and ventilating system is inadequate for current daily functions.

9. B. 8. Every existing restroom should have the exhaust hoods/vents upgraded to remove foul air

9. B. 9. Supply closets/areas should be considered in the science area so that they may remove their storage from the HVAC mechanical rooms.

9. B. 10. The windows in the 1964 buildings should be changed / updated for energy conservation. The current windows are single pane ¼" plate and have outlived their life expectancy and are in dire need of replacement. The new windows should be double pane low-e, tinted glass to reduce glare and minimize cold air.

9.C Acoustics

9. C. 1. Acoustics should be properly engineered and installed in all large spaces i.e. Auditorium, cafeteria, meeting rooms and existing music and band rooms. Existing areas do not have any acoustic values at present time.

9.D Aesthetic

9. D. 1. All windows in the 1964 buildings should be replaced due to their age and lack of thermal insulation. They should match all new windows installed in the new additions for appearance and maintenance needs.

9. D. 2. Quality doors and hardware should be used, especially in commons and heavy traffic areas to assure longevity and appearance.

9. D. 3. All hallways, breezeways and commons areas should be constructed of masonry / decorative block to remain durable and low maintenance for many years.

9. D. 4. New lockers should be installed to accommodate student bags, coats and school supplies. The current lockers are old and too small for student needs.

9. E Spatial Relationships

10. Site Characteristics

10.A Plot Size

10.B Parking

10. B. 1. The existing gravel faculty parking area should be paved and parking spaces marked out.

10. B. 2. Additional parking is needed to accommodate the increased number of faculty, staff, and students as well as address the need for event parking. Current parking space is insufficient for our needs.

10.C Bus Loading

10. C. 1. Sidewalks and islands should be replaced due to cracking and settling from frost and water.

10. C. 2. Directional markings and signs should be placed to keep flow of traffic directed safely away from students.

10. C. 3. Student loading areas need to be enlarged as to where they are not standing in mud or planters waiting for the bus. More concrete walks should be added to existing area.

10.D Water/Sewer

10. D. 1. All new roof drains and sump pump locations should not be tied into the sewer system. An alternative route should be engineered due to wastewater codes.

10. D. 2. An extension of the domestic hot water system should be installed to eliminate the use of three existing electric hot water heaters.

10. D. 3. Our existing well is nearing the end of its life expectancy; a new well should be installed to assure constant uninterrupted service to the school.

10. D. 4. An engineer to evaluate the aging storage and pressure tanks that supply the school should examine the existing water system.

11. Community Programs to be Housed

Based on the award of a 21st Century grant to CSSU, the CVU facility is now used from 7:00 am until 10:30 pm most weekdays. The facility is open every Saturday for school and community events. The school day has been extended to run from 7:30 am until 9:00 pm. The library and computer lab are open to the general public after school until 9:00. There is an "Access to CVU" program that provides a wide variety of programs, which in its second year lists over 50 programs with over 500 community participants. This program runs after school and in the evenings. In addition to the educational programs, the community uses the facility for meetings, fundraisers, and community recreation programs. The parking lot is used as a facility for bike riding, rollerblading, and skateboarding

12. Maintenance

12.A Custodial Facilities

12. A. 1. Objectives

Provide a healthy and safe environment for the entire CVU community.

To clean and maintain to the best of our abilities and to preserve the communities investment for years to come

12. A. 2. There should be two additional custodial closets, one located in the science department area and one to accommodate the new addition or one within reason to each part of the building.

12. A. 3. Each closet should have a slop sink and at least 48 square feet per closet and exhaust vents should be installed to vent chemical and foul odors.

12. A. 4. The maintenance office and workshop should have it's own space, an emphasis should be on moving the existing custodial slop sink and supplies out of the maintenance shop for safety and health concerns.

12. A. 5. Equipment required: slop sink, hot and cold water, lights, ventilation/exhaust, shelving for supplies and power for equipment charging. Doors should be no less than 36" preferably 40" to accommodate large equipment.

12. A. 6. Electrical outlets should be placed in hallways, breezeways and commons areas no more than 30' apart to accommodate the cleaning equipments power cords without the addition of extension cords.

12. A. 7. Persons housed, Two-day custodians, six night custodians, one Maintenance Director, one grounds keeper/maintenance technician and one athletic/grounds keeper.

12. A. 8. Existing restrooms should be remodeled and new restrooms should be added. Floor drains for proper and thorough disinfectant methods should be installed in current and all new restrooms.

12.B Custodial Storage (Interior & Exterior)

12. B. 1. Custodial / Maintenance Storage Interior

Objectives: To maintain the school in a safe and clutter free environment and to have the ability to store needed supplies for immediate use.

12. B. 2. Custodial storage closets shall be located at each critical part of the building to store supplies for that particular area preferably in or near the custodial slop sink closets.

12. B. 3. Adding storage closets would alleviate the congestion in the maintenance shop and create a safer environment for employees.

12. B. 4. Add a storage area for the science department to reduce the need to store their equipment in HVAC / mechanical rooms.

12. B. 5. Maintenance Storage Exterior

Objectives: To maintain a safe and clutter free environment for the CVU community and to store essential grounds, Wellness and Athletic equipment. To remove and discard two wood storage buildings that are both an eyesore and a safety concern. This new building would also allow us to return one bay of the bus garage back to the mechanics for bus repairs and maintenance.

12. B. 6. Build a stand-alone storage facility to store all tractors, mowers, grounds equipment and school furniture. This storage building will also house all athletic equipment and Physical Ed. Equipment.

The building should be at least 40'x60' with three roll up garage doors and three entry doors.

12. B. 7. There should be at least 1600 square feet for the grounds maintenance equipment and 400 square feet each for the athletic and wellness departments. Total: 2400 square feet.

12. B. 8. The walls should be ten feet high with a loft storage area above the grounds maintenance area to allow for school furnishings to be stored. The concrete slab should be at least 5" thick in the grounds equipment area to support the heavy equipment and work load. The slab should be pitched as to add drainage for cleaning purposes.

12. B. 9. There should be a 220 amp service to the storage building to accommodate lights, receptacles and HVAC needs.

12. B. 10. The exterior materials should be of a durable nature preferably able to withstand after-hour functions, preferably masonry.

12. B. 11. A sink should be installed to allow for maintenance of equipment and employee cleanup.

13. Parking Area (See 10B)

14. Playground Area

14.A.1 Objectives

To provide a stimulating atmosphere of learning, Champlain Valley Union High School offers extra-curricular activities, which develop and express student interests and talents. Extra-curricular activities enable students to enhance their effective learning skills and abilities in a dimension beyond the core curriculum.

14.A.2 Organizational Concepts

14.A.3 Activities Performed

Fall	Girls Cross Country	V / JV
	Boys Cross Country	V / JV
	Girls Field Hockey	V / JV and Frosh
	Boys Soccer	V / JV and Frosh
	Girls Soccer	V / JV and Frosh
	Intramurals	
Winter:	Boys Basketball	V / JV / Frosh
	Girls Basketball	V / JV / Frosh
	Wrestling (boys)	Varsity
	Nordic Ski	
	Alpine Ski	
	Boys Ice Hockey	Varsity
	Girls Ice Hockey Club	Varsity
	Indoor Track Club	
	Gymnastics Club (Girls)	Varsity
	Intramurals	
Spring:	Boys Track and Field	V / JV
	Girls Track and Field	V / JV
	Baseball	V / JV
	Softball	V / JV
	Boys Lacrosse	V / JV
	Girls Lacrosse	V / JV
	Boys Tennis	V
	Girls Tennis	V
	Golf (boys)	V
	Intramurals	

There is a high need for additional field and gymnasium space to support intramural programs for the fall and winter.

There have been some community efforts to establish a football program (club). These efforts have not been strong, in the past. Mt. Mansfield Union High School appears to be the next school to provide a football program, for their community. This may generate interest in the CVU community to re-establish those efforts.

Other clubs that have surfaced and compete are Ultimate Frisbee, Mountain Biking and Indoor Track and Field. Snowboarding is an interscholastic activity recently sanctioned by the VPA. This sport could become popular at CVUHS.

14.A.4 Persons Housed

11- 15 Coaches, 2 Trainers, 810 students over the course of the year

14.A.5 Furniture and Equipment Used

Equipment associated with the aforementioned activities, ice machine, trainer's benches, and computer for trainer

14.A.6 Special Requirements

Storage area for large equipment bags used by students, storage for mountain bikes and ski's, individual stall shower facilities, changing rooms to accommodate all participants, a fitness center for cardiovascular and weight training.

14.A.7 Space Requirements

All-weather running track, additional playing fields, 4-6 tennis courts, 1000 Person capacity Gymnasium, storage facilities for field maintenance equipment,

14.A.8 Location

TBD by architects

14.A.9 Spatial Relationships

List of contact people

Brian O'Regan	Superintendent	802-383-1234
Valerie Gardner	Principal	802-482-7100
Stuart White	Banwell Architect	603-448-3778